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"What, then, are the absolutely essential concepts in speech. . . ?" (98), and such a passage as that on page 126 are out of accord with the author's own method in concrete problems. Such classifications as are attempted in the tables on pages 106-107 and 150-151 are similarly irrelevant, and are, indeed, invalidated by the author's own reservations. Like the rest of us, Dr. Sapir still pays tribute to aprioristic speculation which steals upon us in the guise of psychology; as his own approach is scientific, these false generalizations stand out from the rest of the discussion. Dr. Sapir has less of them than his predecessors; whoever is interested in the progress of our science will welcome his book as a forward step.

It is important, in the expansion of our science to its just province, that we should not commit the obvious fault of losing the historical accuracy of our predecessors; accordingly one regrets an error of principle in the historical part (190), where the author speaks as if the contrast of vowels in *foot: boot* were a matter of sound-change now in progress. Of course sound-change while in progress does not show itself to us in this or any other way; the contrast in question is due to a sound-change dated about 1700, followed by varying distribution of the resultant forms in Standard English (see Wyld, *History of Modern Colloquial English*, 238 f.). The understanding of the process of sound-change—of immense "diagnostic value" for psychology, ethnology, and, indeed, all forms of human science—is our most valuable heritage from the purely historical linguistics of the nineteenth century. It represents the phase of work in which our predecessors refrained from premature psychologic interpretation, and it is probably premature psychologic interpretation which leads Dr. Sapir to ignore this result<sup>2</sup>. This is hardly worth mentioning, were it not that we who conceive of a science of human speech must not justify a criticism with which rule-of-thumb workers are only too ready.

The chapter on How Languages Influence Each Other (205-220) is especially suggestive and interesting. The last chapters, however, which discuss the relation of language to other phases of human conduct, yield scant results (221-235, 236-247), because these other phases are as yet little known to science. "Race", for instance, is not a scientific concept, but a popular notion developed in rationalization of certain inter-ethnic contacts. And, as to other such matters, what can be said in the way of science, when (242) the style of Mr. George Moore receives praise?

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LEONARD BLOOMFIELD'

Homeric Greek: A Book for Beginners. By Clyde Pharr. Boston and New York: D. C. Heath and Co. (1920). Pp. xlii + 391.

Not long ago an English writer, in arguing that the French language and literature may well take the

place of Greek in the education of those to whom Greek is to be denied through the recession of its teaching in British Schools, made this exception:

Naturally nothing can take the place of Homer—this must be granted of course, and it is a pity that those boys who are to learn Greek should not read little else than Homer in that language, until they are sixteen or seventeen, for no amount of Attic Greek can compensate for the ignorance of *him*.

"The greatest fact of ancient Greece is the poetry of Homer", writes Professor John A. Scott at the beginning of his book on *The Unity of Homer*. These two utterances, with which the majority of American Hellenists will probably agree, make the appearance of Professor Pharr's book most timely. Here is the chance to give nothing but Homer to the boy or the girl who is to have but one year of Greek, and at the same time to provide for the progress of those who will continue its study. That Homer is a good introduction to the study of Greek Professor Pharr argues convincingly at the beginning of his book (in a discussion entitled *Homer and the Study of Greek*, xiii-xxviii; see *THE CLASSICAL WEEKLY* 14.114-118); he points out that the idea, although original with himself, was not new, but had been successfully put into practice in Europe, and that the effectiveness of his method has been proven by the use of the book in manuscript for several years before printing—we may add with a marked increase in the interest in Greek among the students. The book therefore needs no justification. We think that it will come into general use.

The amount of Greek offered to the beginner in the nearly eighty Lessons is rather small—only *Iliad*, Book 1, or about twenty pages of text. This also gives the student too dim a perspective of the scope and mass of the two Homeric poems. A few quotations from the rest of the *Iliad* and from the *Odyssey*—famous verses and passages, a simile or two, a brief description of a single combat, the pun of *Outis*—would increase both the interest of the student and his appreciation of Homer, without overloading the book.

Prose sentences, Greek-English and English-Greek, are offered in the first two-thirds of the Lessons, and then discontinued, the author suggesting that, if more are desired during the remainder of the first year's work, the instructor supply them. Exception to this is likely to be taken, for two reasons: the surest—although not the pleasantest—way of learning the forms and the structure of a foreign language is by translating one's own into that language; and the chief reason why we teachers of beginner's Greek need a text-book is not to formulate a method, but to save us the time required to select the text and construct the exercises.

The brief but adequate Grammar, which follows the Lessons (200-342), is prefaced by a few pages (200-206) intended to make easy the transition from Homeric to Attic Greek. The author has wisely compressed the syntax into about twenty-five pages, while giving about four times as much space to forms.

<sup>2</sup>Similarly, the statement about the umlaut-plural of German *Tag* (204) is wrong: it occurs in a number of dialects, and has parallels in Middle High German.

Copious lists of English derivatives are appended to the vocabularies. The book is excellently illustrated with familiar pictures.

The commentary on the text, which is very full, was apparently written *con amore*. Occasionally the tone may seem even too intimate; one queries whether, for example, the comparison of the clumsy cup-bearing of Hephaestus to the antics of Charlie Chaplin may not mar the effect of the majesty and grandeur which go so far to make up the connotation of the adjective 'Homeric'. But the numerous parallels from the Old Testament will meet with unqualified approval. The book as a whole is to be welcomed not only as a novel, attractive, and easy approach to Greek, but as a substantial help in increasing the firsthand knowledge of Homer, and so spreading the influence of the great poet.

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SAMUEL E. BASSETT

Hints on the Study of Latin (125 A. D.—750). By Alexander Souter. London: Society for Promoting Christian Knowledge. New York: The Macmillan Company (1920). Pp. 48. 20 cts.

In this brief and inexpensive monograph, part of a series of Helps for Students of History, those who are interested in Late Latin will find a convenient work for reference. Latin literature, as Dr. Souter states, may be conveniently divided into five periods: the Pre-Ciceronian, the Ciceronian, the Augustan, the Post-Augustan, and the Post-Suetonian. It is with the Post-Suetonian period that the paper deals primarily. The beginning of this period is placed at about A. D. 125 and the end, somewhat hazily, at 750. The writer regards A. D. 350–450 as the "Golden Age of the later Latin literature", as including careful writers of themes equalling in interest those of the classical period and surpassing that period in bulk.

The author aims to offer information regarding (1) general works on the subject of later Latin, (2) references to works concerning particular authors, and (3) certain word-usages in Late Latin which might puzzle the beginner.

Ten pages (10–20) are devoted to a discussion of repertoires of Late Latin texts, information concerning authors, dictionaries, Grammars, and subject-matter of the texts. Then follows a list (20–40) of the more important late Latin authors, arranged, chronologically, by centuries, with the best biographies, texts, commentaries, and translations, where available, for each author. The paper closes with a discussion of a few of the chief differences between Classical Latin and Late Latin, both prose and poetry, with regard to changes of grammatical constructions and meanings of words.

Dr. Souter has failed to mention a few rather well-known writers of the period; it is surprising, for instance, to find no reference to the eminent jurist

Papinian, and none to Dio Cassius, the historian. However, the short paper claims in no sense to be exhaustive; and it does accomplish its aim of giving to those beginning the study of Late Latin literature many valuable helps, in concise and compact form. It is to be hoped that Dr. Souter will undertake a similar service for the Latin literature of earlier periods.

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## DE REDEUNTE VERE

Dies verni redierunt,  
atrae curae diffugerunt,  
prati ridet gloria.  
Aer non iam tenebrosus,  
sol refulget generosus:  
veris haec victoria!

Glacie soluti fontes  
hospites relinquunt montes,  
donant valles gramine.  
Turba volucrum canora  
replet nemora sonora  
dulci modulamine.

Stabulum contemnunt boves,  
pascua revisunt oves,  
saliunt prae gaudio.  
Ager revocat colonos;  
toto die dulces sonos  
iam incudis audio.

Uti carceres leaenae,  
dudum portus sic arenae  
sunt invisae lintribus.  
Pueri ad rivos cantant,  
celerisque pisces captant  
hami cati artibus.

Rhombi<sup>1</sup> campis instaurantur,  
pilae<sup>2</sup>, bacula<sup>3</sup> parantur,  
trigon<sup>4</sup> regnat nobilis;  
ludit iuvenis, virescit,  
spectat senex, iuvenescit,  
turba plaudit mobilis<sup>5</sup>.

Vernum tempus, tempus dulce,  
frigidas medullas mulce,  
abige maestitiam!  
Corde libero canamus,  
Deo gratias agamus  
donanti laetitiam!

E COLLEGIO CAMPIANO  
PRATOCANENSI, WIS.

A. F. GEYSER

<sup>1</sup>*rhombus*, '(base ball) diamond'.

<sup>2</sup>*pila*, '(base) ball'.

<sup>3</sup>*baculum*, 'club' (for batting), 'bat'.

<sup>4</sup>*trigon*, 'game of (base) ball'.

<sup>5</sup>*mobilis*, 'excitable'.